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ABSTRACT

The publication is designed for use in teacher education and directed towards curriculum development in career education. The collection of 24 transparencies provides illustrations of the advantages of module building for a career paths course that involves specific objectives, diagnostic pretesting, alternative learning environments, and mastery post-testing in order to provide learners with packages of self-instruction. A pretest enables the students in teacher education to classify themselves as either "module builders" or "course choppers" in developing instructional materials. The "module builder" prespecifies objectives, diagnostic pre-testing, learning environments, and mastery post-testing in order to make sure that individuals receive learnable packages of self-instruction, while the "course chopper" is more interested in the external form of a module than in the opportunity for individualization. An analytical table of contents provides the title of the transparency and the function in order to effectively delineate the advantages and incentives of "module building," thereby demonstrating the disorganization of a "course chopper." (JB)

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CE

TITLE:

MOTIVATING TEACHERS IN TRAINING TO WORK
WITH CAREER PATH TRAINING MODULES

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INTRODUCTION

MOTIVATING TEACHERS IN TRAINING TO WORK WITH CAREER PATH TRAINING MODULES is a publication designed for use in teacher education. The reference to career path training modules is used as an example rather than a focus of interest.

The teacher in training can make an impact upon curriculum by changing specific attitudes and behaviors. In other words, if career path training modules are seen as valuable, it is expected that the teachers' performance and behavior will be favorably influenced.

The same is true about the basic difference between a module builder and a course chopper.

The term module builder is used in a favorable context. The term course chopper is used in an unfavorable context.

The module builder prespecifies objectives, diagnostic pretesting, learning environments, and mastery posttesting in order to make sure that individuals receive learnable packages of self-instruction.

The course chopper is more interested in the external form of a module than in the opportunity for individualization.

As a matter of practical fact, most teachers consider themselves to be module builders. Most teachers would not deliberately go after the role of course chopper as herein defined.

Operationally, some teachers who consider themselves to be module builders are in reality course choppers when objective criteria are applied.

In order to help apply these objective criteria, page 1 gives a short pretest that the reader can use to self-evaluate. As a result of this pretest, the reader will have objective criteria which to classify oneself as either a **MODULE BUILDER** or as a **COURSE CHOPPER**.

It is not anticipated that any reader of this text will automatically be classified as either a module builder or a course chopper 100%.

It is presumed that each reader will have various qualities required of a module builder and will have various drawbacks that characterize the course chopper.

The transparencies in this collection provide a step-by-step ladder upward from the lowest rank of course chopping to the highest possible level of module building.

In order to facilitate the use of this document, the ANALYTICAL TABLE OF CONTENTS found on page 4 is provided to show both the title of the transparency and the function.

In order to make maximum usage of this publication, the reader is requested to look at this introduction and then try out the pretest.

After exposure to the pretest, the reader is asked to look at the analytical table of contents for transparency masters.

After identifying an appropriate title for a transparency, the reader should look at the function of the transparency in order to realize how this can be used to motivate teachers to develop appropriate career path training modules.

INTRODUCTION

DEVELOPING OCCUPATIONAL EDUCATION MODULES
THAT CAN ADD UP TO
CAREERS

This document is addressed to educators who have developed module learning packets for students. A module learning packet is composed of four elements:

Specific Objectives
Diagnostic Pretests
Alternative Learning Environments
Mastery Posttests

From an external point of view, any teacher who is able to subdivide material into four separate piles with the above four names is able to put together a package that resembles a module. Such teachers who put together a variety of categorized but uncorrelated material are termed course choppers. A course chopper is able to imitate the external requirements of a module by providing objectives, pretests, learning environments, and posttests.

A module builder goes a step forward. The module builder thinks of course objectives as entry level job requirements. These objectives are on the mastery level.

Students coming into the course are given diagnostic pretests in order to determine which objectives of the module have been successfully attained previously. Similarly, basic prerequisites for the module are diagnosed for certification purposes. If the student lacks a prerequisite, the diagnostic pretest points to a weakness that should be corrected before the module is attempted.

Learning alternatives provide a variety of choices for individual students. Rather than be told of the only way to achieve a prespecified objective, each learner is given a wide choice of alternatives. If aptitude is defined as speed in learning, the alternatives must provide for a wide variety of learning rates and speeds. If learning style is defined as a wide variety of alternative paths, each module must provide for a wide variety of learning styles.

After the objectives have been accepted by the students, after the student has had a chance for a diagnostic assessment with a pretest, and after exposure to sufficient learning alternatives, it is time to present the student with a mastery posttest. This mastery posttest is necessary to determine the learner's gains score. The gains score is the difference between the pretest and the posttest. The gains score is the impact made upon the learner by the module. The gains score is a documentation that some learning has occurred in the learner.

OBJECTIVES

As a result of this module entitled, DEVELOPING OCCUPATIONAL EDUCATION MODULES THAT CAN ADD UP TO CAREERS, teachers and learners alike should be able to:

COMMUNICATE on a level of practicality that enables occupational programs to stress CAREER PATH PROGRESS.

FOCUS on evaluating achievement of goals and of commitment to goals.

EMPHASIZE results, not personalities.

DISCOVER a realistic scheme for job improvement and personal growth.

As a result of going through this module, both teachers and learners alike should be able to:

DEVELOP objectives personally acceptable to individuals concerned.

STRESS measurable objectives that are visibly evaluated.

DEVISE objectives that provide interesting and worthwhile tasks.

ATTAIN the objective desired within a reasonable period of time.

DISTINGUISH between short-run and long-run goals and objectives.

STATE the objective clearly and simply in such a way as to be easily communicated when needed.

CONCENTRATE on objectives that are both qualitative and quantitative expressions of valid human needs for a variety of career paths.

PRETEST

Some module builders commit a fundamental error. They build modules as they built their courses only smaller. Then, one day, they discover that these modules aren't much different than their former approach to instruction. Instead of concluding, "I didn't do anything very much different than usual," they conclude, "Modules don't work. They're no better than what I have been doing previously."

Try to answer these questions in order to find out if you are a module builder or a "course chopper." Answer with YES or NO.

- ___ 1. No student should be allowed into a particular module until this student has demonstrated the basic prerequisite skills or equivalent academic credit.
- ___ 2. Learners are ill-advised to take a course in an area outside their specialty or major area of concentration.
- ___ 3. Letting students take a course for only a few weeks is a good way to permanently stunt their educational growth potential.
- ___ 4. Learners should not be allowed to "pick and choose" only those segments of a course that interest them.
- ___ 5. Slow learners should be given special help, but, if they are really too slow (i.e. SLOWER THAN THE GROUP AVERAGE), they should be taken aside and quietly told to drop the course.
- ___ 6. Rather than embarrass anyone with expulsion from an overly advanced or specialized course or mini-course, slower learners should be gently but firmly told that they have no place in a particular module.

- ___ 7. Whenever a learner has to study the same material over and over again, this should be seen as an opportunity for greater depth rather than dull repetition.
- ___ 8. Once students know exactly what is expected of them in the final exam, they will tend to avoid studying those "extras" that are so necessary for graduate study even though they don't appear on the final exam.
- ___ 9. Every student should be compelled to enroll in at least one course in their college career for which they have no occupational need or interest. This gives them a basic introduction to mental discipline which will be invaluable to them in almost any career.

Not all of the above statements are completely out of place in curriculum planning. However, each question to which you have answered YES marks you as a "course chopper." Each question to which you have answered NO marks you as a module builder. Each question which you have left blank or undecided pinpoint areas in which you might want to seek out more data and more perspectives.

There is nothing pejorative in being a course chopper. However, it is not the same thing as being a module developer. After a few experiments and a few errors that don't succeed as modules, many course choppers find by trial and error a few simple guidelines. These self-discovered guidelines are enough to transform most course choppers into effective module builders.

Chopped up courses don't add up to careers. Modules, like any good building block that is self-standing and compatible with other skills, do add up to careers--and often, in unpredictable combinations.

NON-ACADEMIC

DIMENSIONS

OF

CAREER EDUCATION

The central non-academic dimension of career education is the apparent difficulty of creating, for a very rapidly growing labor force, not just jobs, but satisfying jobs that will provide the increases in living standards that are expected by the population as a whole and by an increasingly youthful labor force that is better educated, better trained, and more socially aware than ever before.

The need to create more jobs, and better jobs, implies a need to develop the capability of producing more specialized and sophisticated goods and services for sale in an international market, and this, in a more aggressively competitive world.

ANALYTICAL TABLE OF CONTENTS

for

TRANSPARENCY MASTERS

	<u>FUNCTION</u>
I. <u>INTRODUCTION</u>	
A. PRODUCTIVITY	<u>Encourage</u> teachers to make an impact on learners under their influence
B. ACCOUNTABILITY	<u>Pinpoint</u> specific practices that indicate a lack of basic knowledges and understandings necessary to implement occupational education successfully
C. ALTERNATIVES	<u>Document</u> effective alternatives to some of the most commonly occurring errors in career planning
II. <u>CAREER EDUCATION and OCCUPATIONAL EDUCATION</u>	
<u>A PRACTICAL APPROACH TO LEARNING</u>	
<u>ITS COMPONENTS</u>	
D. A PATTERN, NOT A GIMMICK	<u>Work together</u> with other educators rather than start a new specialty
E. OCC. EDUC. = LEARN	<u>Learn</u> (a) how to learn and (b) how to earn
F. BEYOND ROTE MEMORY	<u>Teach</u> to objectives that go beyond memorization and that are occupationally relevant
G. 1st SIX CAREER STEPS	<u>Allow</u> learner to keep all possible options open
H. LEARN TO EARN	<u>Recognize</u> the requirements of today's labor market

ITS CONCERNS

- | | |
|-----------------------------|--|
| I. 4 LEARNER TRAITS | <u>Implement</u> learning procedures that will do more than inform learners |
| J. THE "AGGRESSIVE" LEARNER | <u>Specify</u> learnable targets, tests, and technology that allow for individual differences in learning styles |
| K. MASTERY LEARNING | <u>Attain</u> complex goals that go far beyond the basic skills |
| L. COMPLEX LEARNINGS | <u>Build</u> upon previous learnings and the basic skills to come up with a high quality learning product |

ITS FUTURE

- | | |
|--------------------------------|--|
| M. FORESEEABLE / UNFORESEEABLE | <u>Prepare</u> for (a) jobs which exist, (b) emerging jobs, and (c) jobs of the future |
| N. CAREER EDUC. CHECKPOINTS | <u>Structure</u> each step into a continuing process |

III. MODULES THAT CAN ADD UP TO CAREERS

MODULE COMPONENTS (The 3 T's)

TARGETS

- | | |
|--------------------------|---|
| O. ELIMINATE FUZZY EDUC. | <u>Pursue</u> purposeful goals whether these goals be preparation for future education, preparation for employment, or both |
| P. VISIBLE GOALS | <u>Visualize</u> the outcomes of instruction and of learning |
| Q. TEACHER EFFORT | <u>Think</u> before writing in order to establish priorities |

TESTS

R. SELF-EVALUATION

Keep score in such a way as to be aware of progress and needs for appropriate action.

S. EASY-TO-EVALUATE

Simplify the evaluation process without lessening validity or practical reliability.

TECHNOLOGY

T. EDUC. TECHNOLOGY

Plan ahead to specify what technology can do, will be able to do, and can't do in the foreseeable future.

U. BEYOND MASS PRODUCTION

Employ technology in such a way as to stress individualization more than stereotyping.

TYPICAL MODULE APPLICATIONS

V. MODULE CAFETERIA

Choose from a wide variety of acceptable and implementable alternatives.

W. PERSONALIZED MODULES

Customize your course goals to fit (a) learners and (b) the state of the job market.

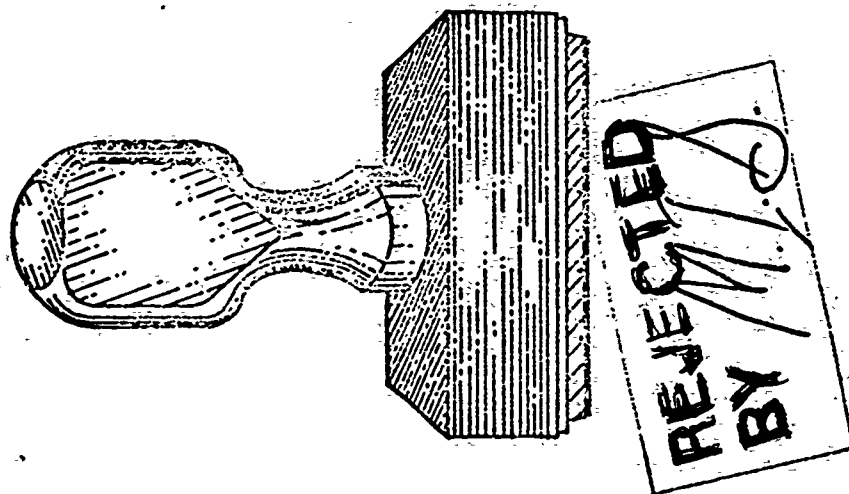
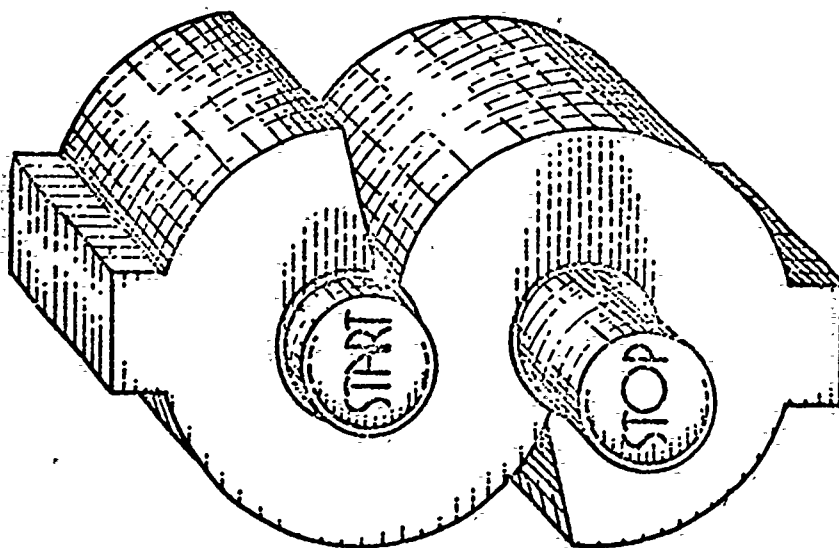
X. MODULES AS BUILDING BLOCKS

Assemble a wide variety of career possibilities with modules mastered.

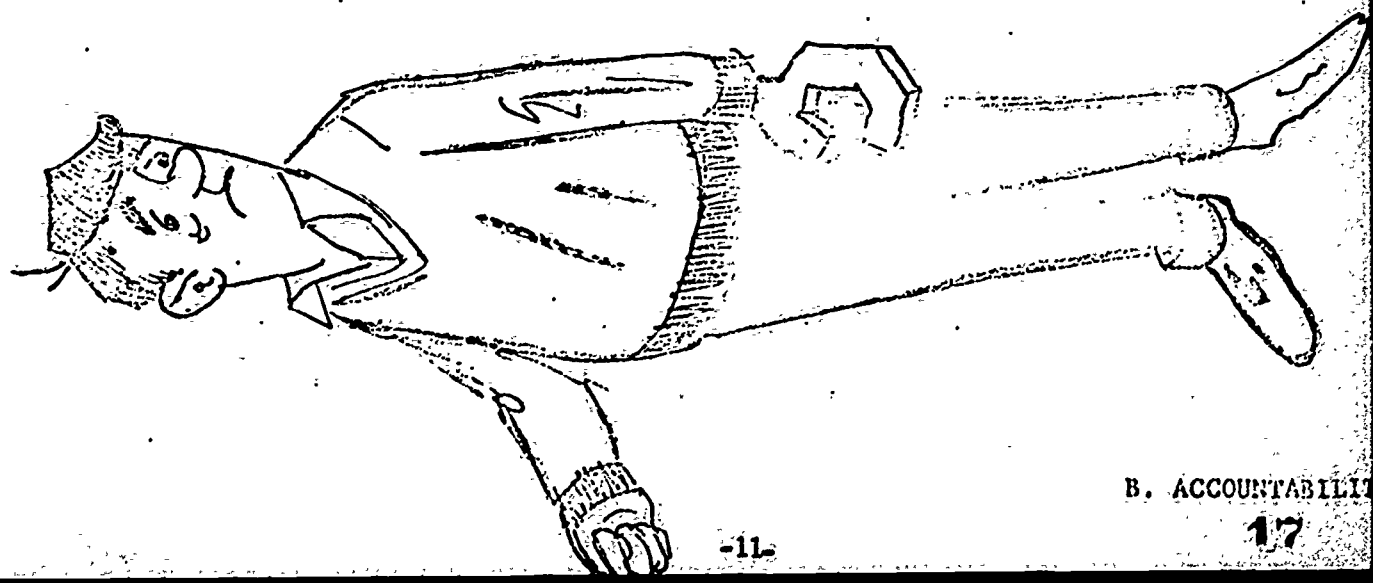
Y. MODULES FOR BALANCED DIETS

Coordinate objectives (TARGETS), evaluation (TESTS), and resources (TECHNOLOGY) with knowledge (COGNITIVE), performance (PSYCHOMOTOR), and attitude (AFFECTIVE) domains.

**Bold new projects are needed
to spur the productivity of
impact teachers.**



Your Test Results
seem to indicate
that you will fit
into a
TECHNICAL
Occupation



Consider the alternatives before you upgrade

True, there are often good reasons why switching to the latest system makes sense, but all other options should be carefully examined before making the decision.



PLANNING AHEAD

FOR THE WORLD OF WORK

ERRORS You've got problems--
We've got solutions

CAREER EDUCATION

<p>IS</p>	<p>IS NOT</p>
<p>AN EDUCATIONAL PATTERN</p>	<p>JUST ANOTHER GIMMICK</p>
<p>THIS MEANS</p>	<p>THIS MEANS</p>
<p>EDUCATORS MUST WORK TOGETHER AND MORE TOGETHER FOR THE SAKE OF:</p> <ul style="list-style-type: none"> • ORDERLY DEVELOPMENT • HIGH IMPACT • ECONOMY 	<p>EDUCATORS MUST NOT MERELY LOOK FOR:</p> <ul style="list-style-type: none"> • "NEW" PROGRAMS • MORE MONEY • DIFFERENT TEXTS • CAREER SCHOOLS • CAREER DEGREES • CAREER CURRICULA • CAREER SPECIALISTS • CAREER TESTS • CAREER MEDIA • CAREER EQUIPMENT

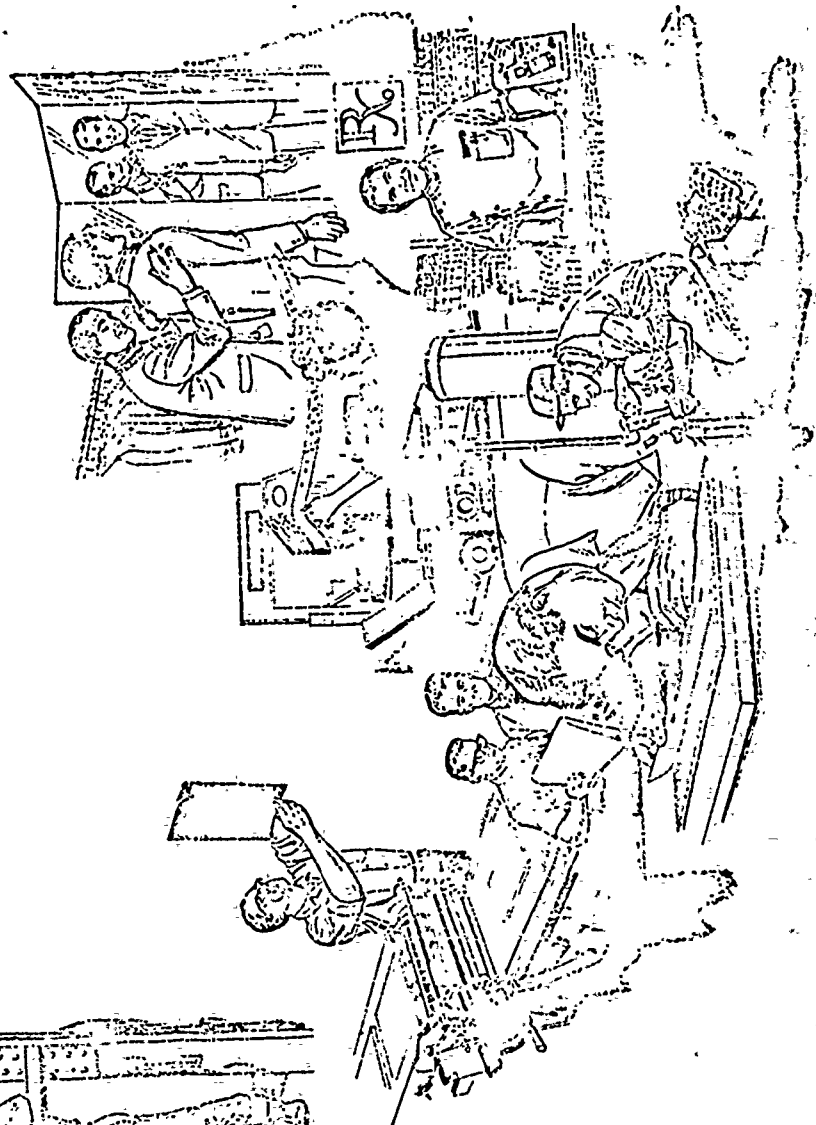
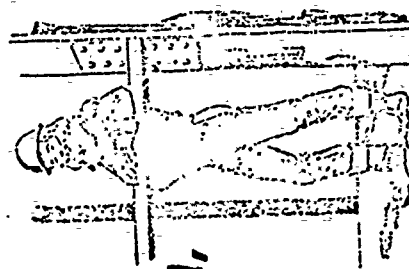
“LEARN, BABY, LEARN!”

LEARN TO EARN:

**OCCUPATIONAL
EDUCATION
FUNCTIONS AS A
MEANS FOR LEARNING
THE ARTS AND
SCIENCES IN REAL LIFE
SITUATIONS.**

**LIKE CAREER EDUCATION,
IT IS A SOURCE
OF OTHER FORMS
OF LEARNING AND
A MOTIVATION FOR
THESE OTHER WAYS
TO LEARN.**

**OCCUPATIONAL
EDUCATION
IS NOT A
SUBSTITUTE
FOR THEM.**

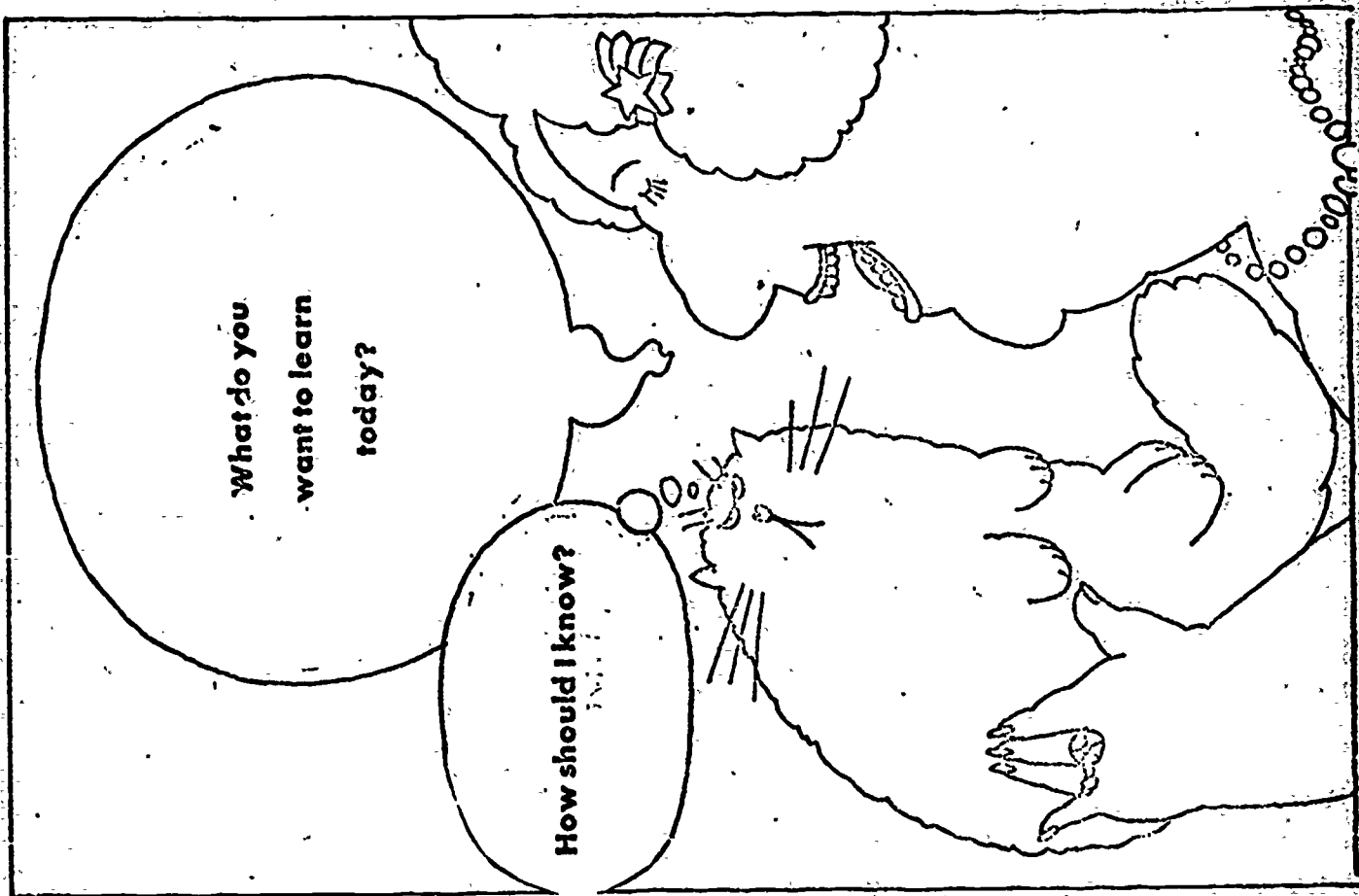


NOTE
ELEPHANTS HAVE
GOOD MEMORIES

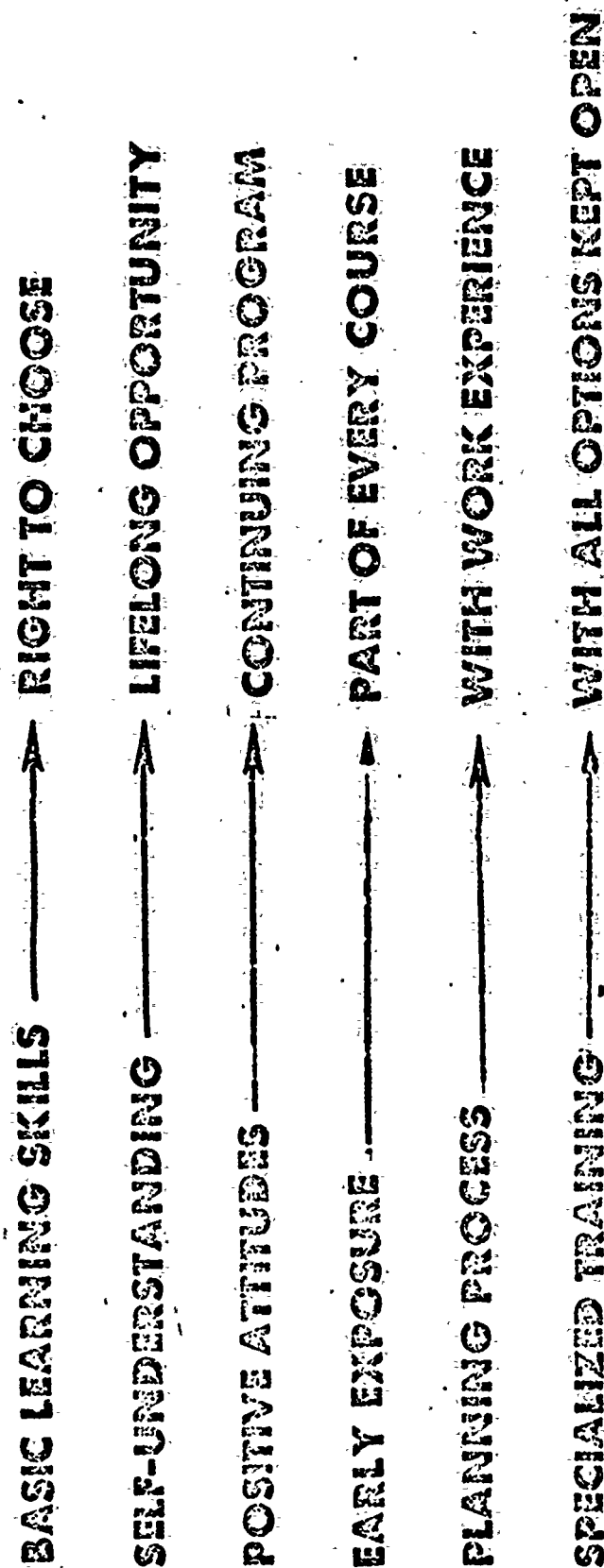


AND
CATS ARE INDEPENDENT

BUT
DON'T TREAT
YOUR STUDENTS
LIKE ANIMALS



CAREER EDUCATION COMPONENTS

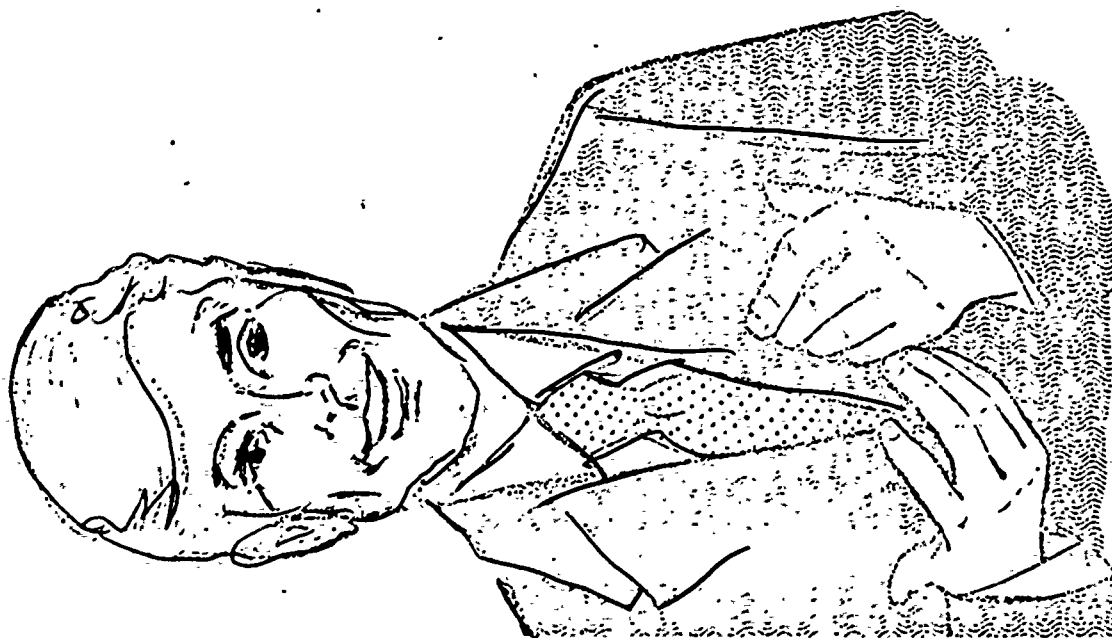


G. 1st SIX CAREER STEPS

LEARN TO LEARN

IF THIS LEARNER LEAVES SCHOOL UNEDUCATED OR UNSKILLED, HE WILL FIND HIMSELF DISADVANTAGED IN THE LABOR MARKET.

THE DEMAND IS GROWING FOR HIGHER LEVELS OF SKILL. THIS RESULTS IN THE MANPOWER PARADOX OF WORKERS WITHOUT JOBS AT A TIME WHEN JOBS ARE UNFILLED BECAUSE OF SHORTAGES OF QUALIFIED WORKERS.



CAREER EDUCATION CONCERNS

**1 EARLY EXPOSURE TO WORK AND WORKERS
(INVOLVED LEARNER)**

**2 AWARENESS OF PERSONAL ABILITIES
(AGGRESSIVE LEARNER)**

**3 AWARENESS OF AVAILABLE OPTIONS
(SUCCESSFUL LEARNER)**

**4 CONCERN OVER FUTURE CHOICES
(RESPONSIBLE LEARNER)**

I. 4 LEARNER TRAITS

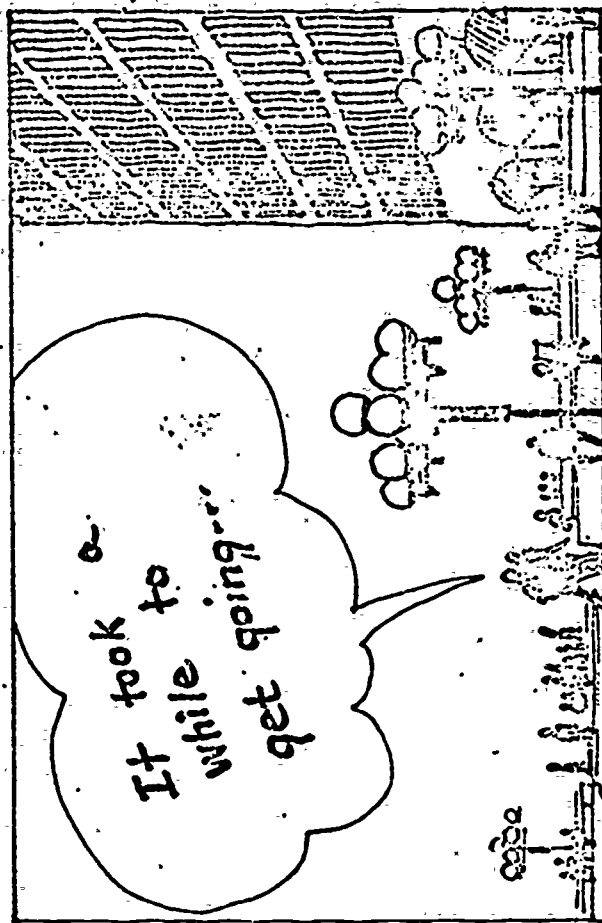
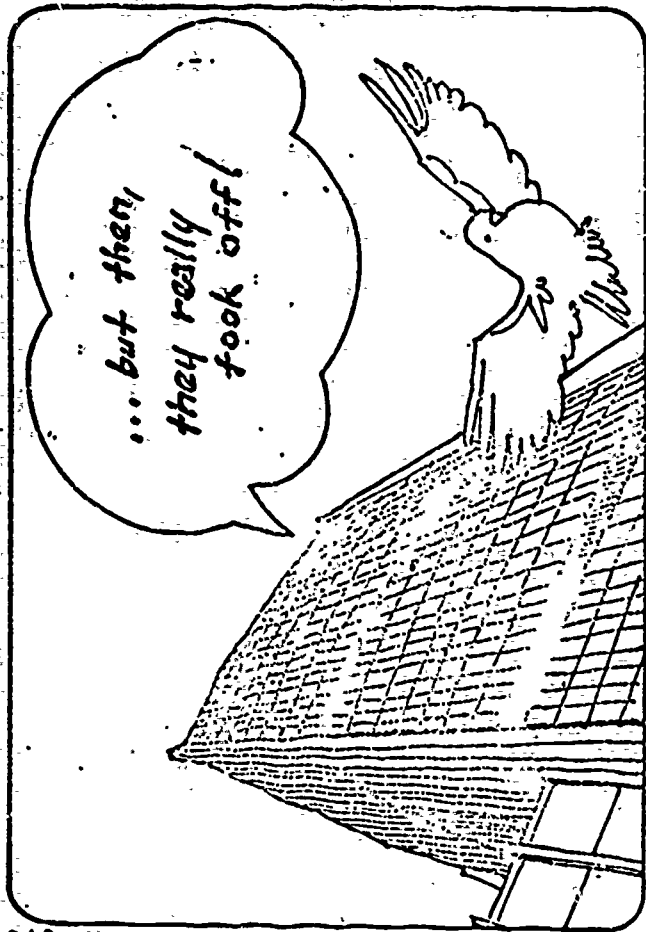
THE "AGGRESSIVE" LEARNER

TARGETS	CHOOSSES GOALS HE CONSIDERS RELEVANT
TESTS	SELF-EVALUATES HIS PROGRESS WITH A NUMBER OF EVALUATION TOOLS
TECHNOLOGY	USES A WIDE VARIETY OF "ALTERNATIVE" LEARNING RESOURCES

J. THE "AGGRESSIVE" LEARNER

QUESTION: WHAT JOES "MASTERY" MEAN?

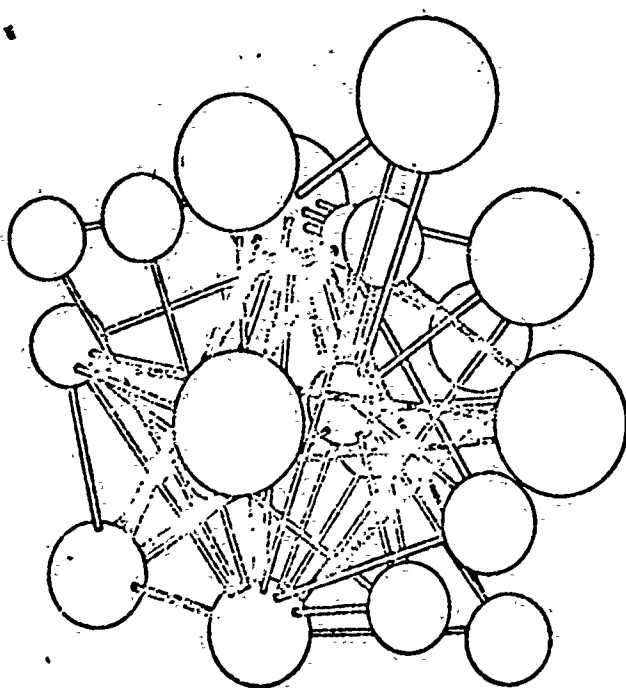
**GUIDE:
LEARNING
TIME IS
NOT THE
SOLE
CRITERION**



CHOICE: THE LEARNER
A. DOES WHAT HE IS TOLD
B. DOES WHAT HE WANTS
C. ATTAINS COMPLEX GOALS
D. STICKS WITH THE BASICS
E. TAKES TOO LONG TO LEARN

QUESTION:

WHAT DOES A COMPLEX GOAL
MEAN?



CHOICES:

- A. IMPOSSIBLE TO LEARN
- B. BUILT UPON PREVIOUS
LEARNING
- C. DEMANDS A LOT OF
APTITUDE
- D. FOR HIGH IQs ONLY

GUIDE:

TIE THINGS TOGETHER!



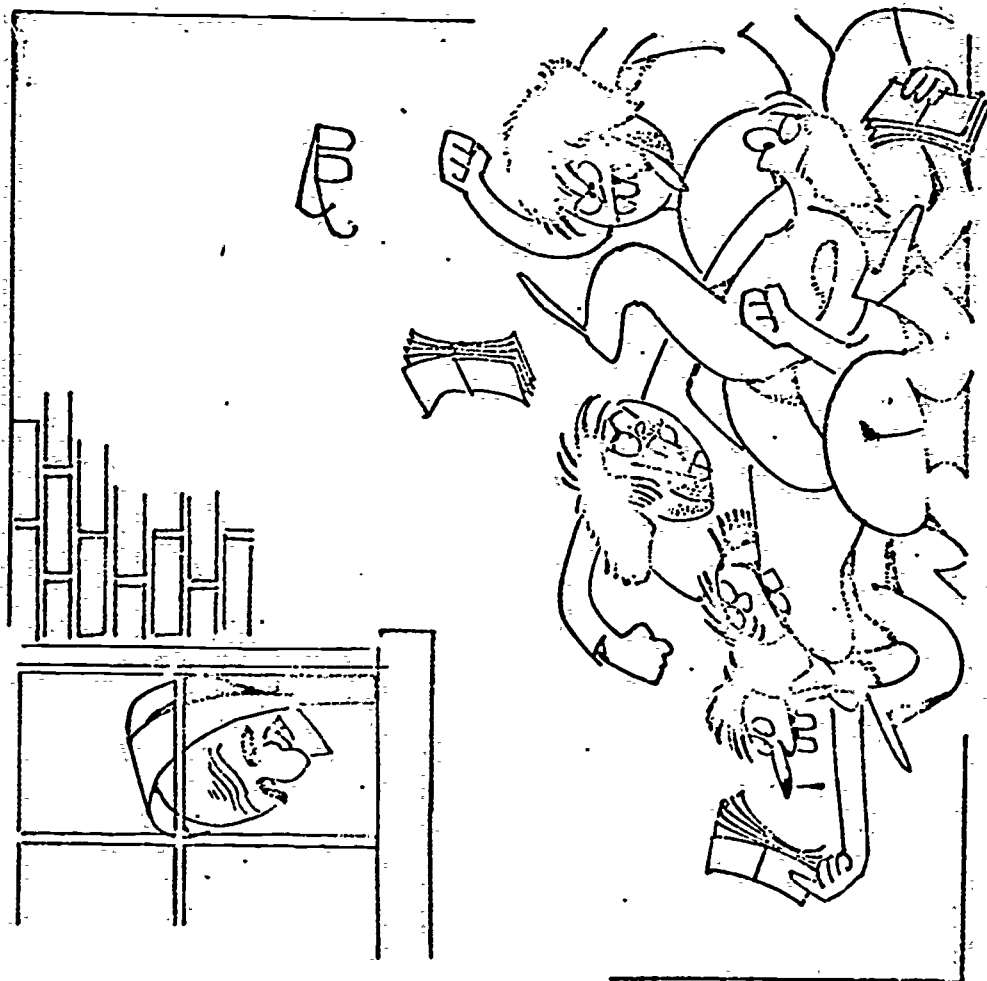
**WE CAN PREDICT:
THIS WILL HAPPEN IF THEY
DON'T LEARN TO EARN**

**WE CAN'T PREDICT:
THE FUTURE**

**SINCE LEARNERS WILL
BE PREPARING FOR**

- JOBS WHICH EXIST,
- EMERGING JOBS, AND
- JOBS OF THE FUTURE,

**OCCUPATIONAL AND CAREER
EDUCATORS NEED TO PLACE
INCREASED EMPHASIS ON
DEVELOPING GENERAL LEARN-
ING ABILITY AS WELL AS
SPECIFIC SKILLS**



M. FORESEEABLE/UNFORESEEABLE

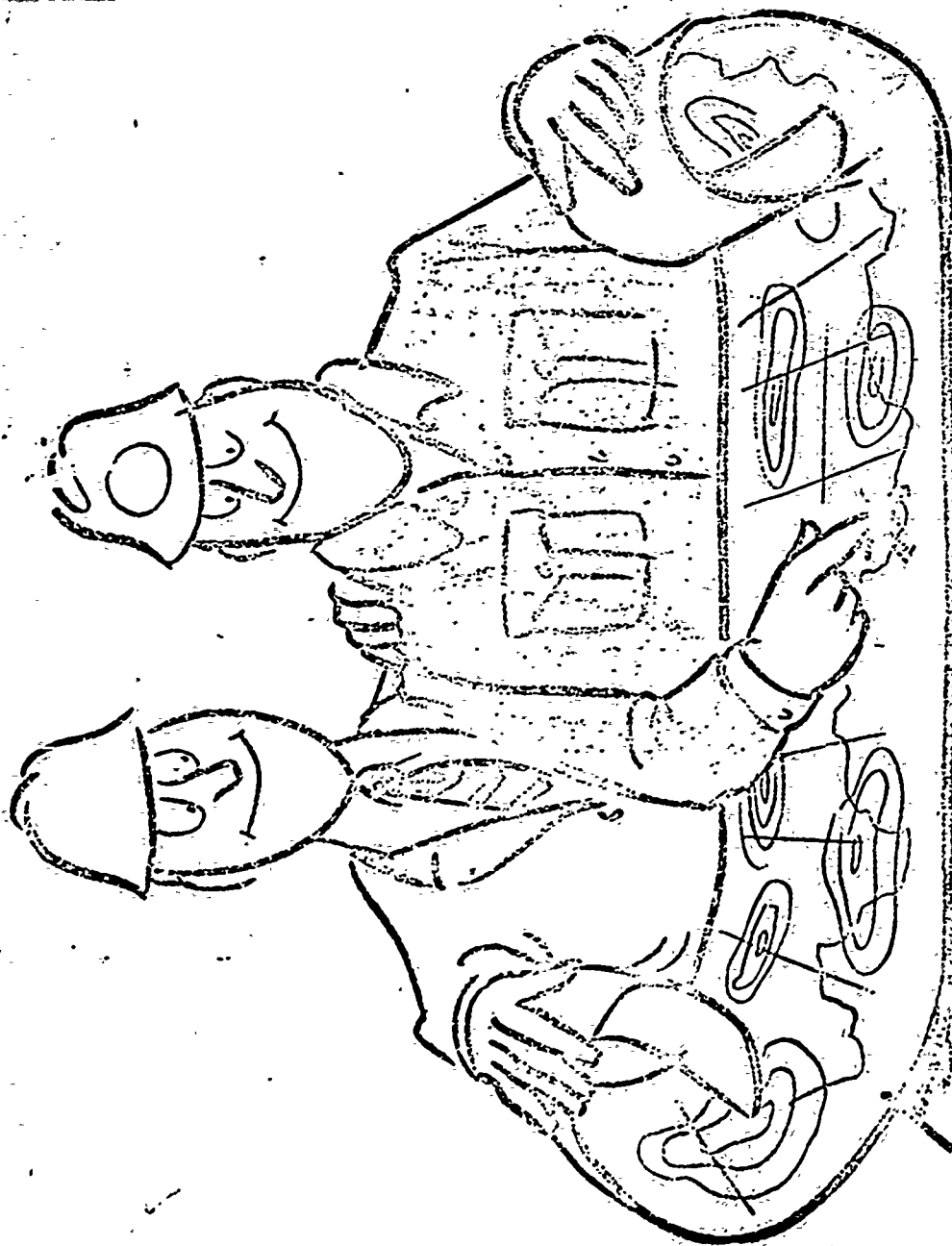
CAREER EDUCATION CHECKPOINTS IN A CONTINUING PROCESS

AGE	KNOWLEDGE	PERFORMANCE	ATTITUDE
9	CONCEPT OF WORK	GAIN FIRST HAND FAMILIARITY	I VALUE WORK
12	BROAD FAMILIES OF OCCUPATIONS	LOOK OBJECTIVELY AT SELF	THIS WILL AFFECT ME
15	AWARENESS OF OPTIONS	ASSESS HIS OWN POTENTIAL	I MUST WEIGH ALL CHOICES
18	AWARENESS OF CONSEQUENCES	CHOOSE THE NEXT STEP	THIS IS WHAT I WANT
21	CAREER PLAN	WORK	I AM ABLE AND WILLING TO WORK

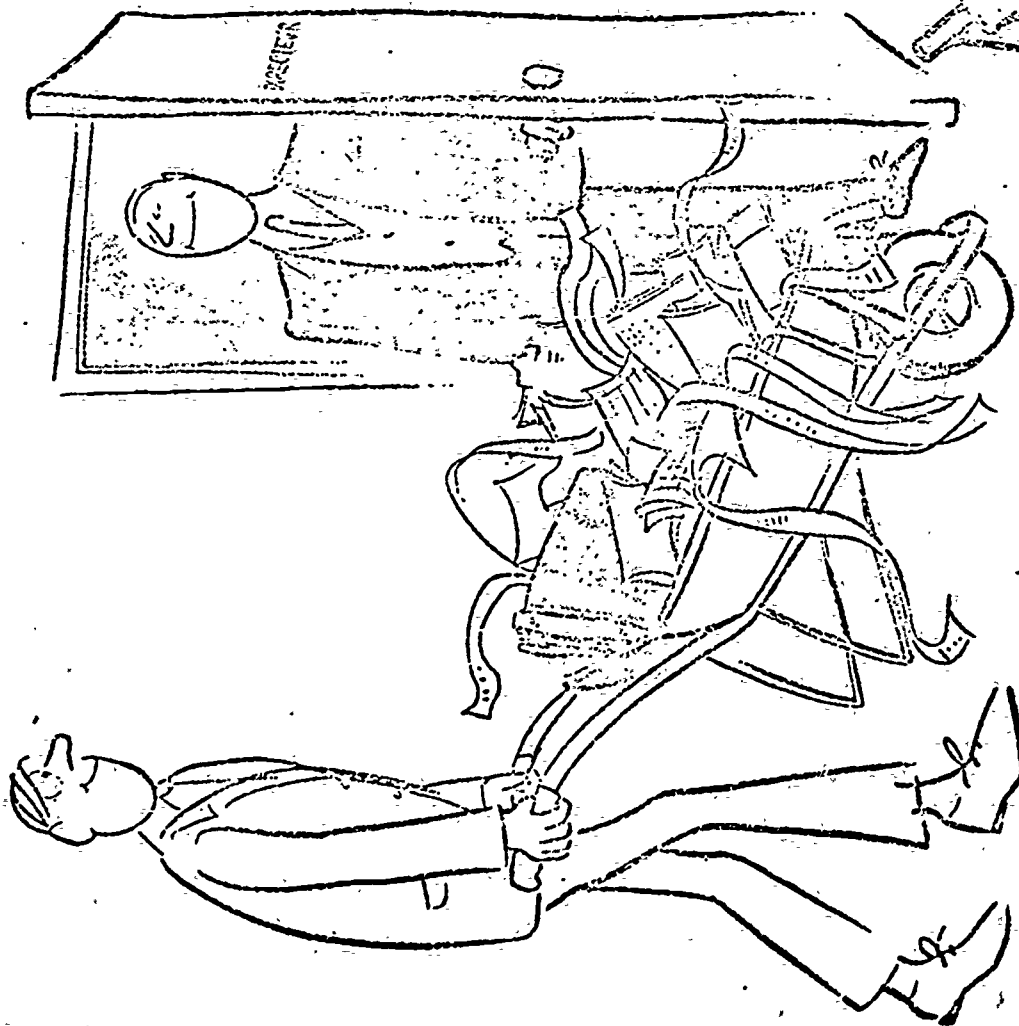
CAREER EDUCATION ELIMINATES THE "FUZZY" CURRICULUM

ANALYSIS

1. CURRICULUM CHANGE TOUCHES ALL PORTIONS OF THE SCHOOL PROGRAM (WE NEED CLEAR AND TEACHABLE OBJECTIVES)
2. TEACHER UNDERSTANDINGS MAKE THE JOB EASIER (CAREER EDUCATION IS NOT A NEW SPECIALTY)
3. ALL STUDENTS SHOULD BE ABLE TO PURSUE PURPOSEFUL GOALS WHETHER THESE GOALS BE PREPARATION FOR FUTURE EDUCATION, PREPARATION FOR EMPLOYMENT, OR BOTH

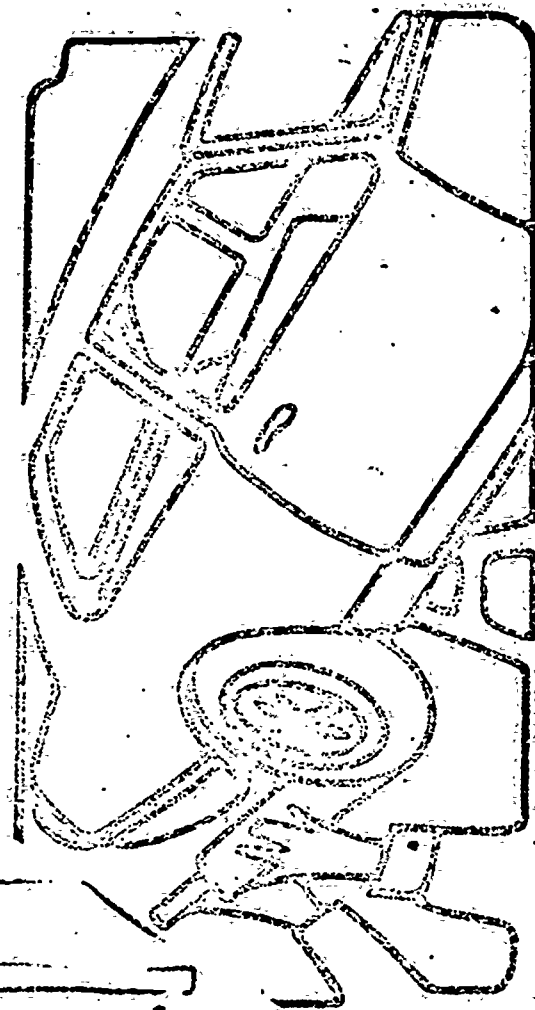


THE IMPLEMENTATION OF CAREER EDUCATION IS
DEPENDENT UPON CURRICULUM CHANGE AND
THE DEVELOPMENT OF TEACHER UNDERSTANDINGS



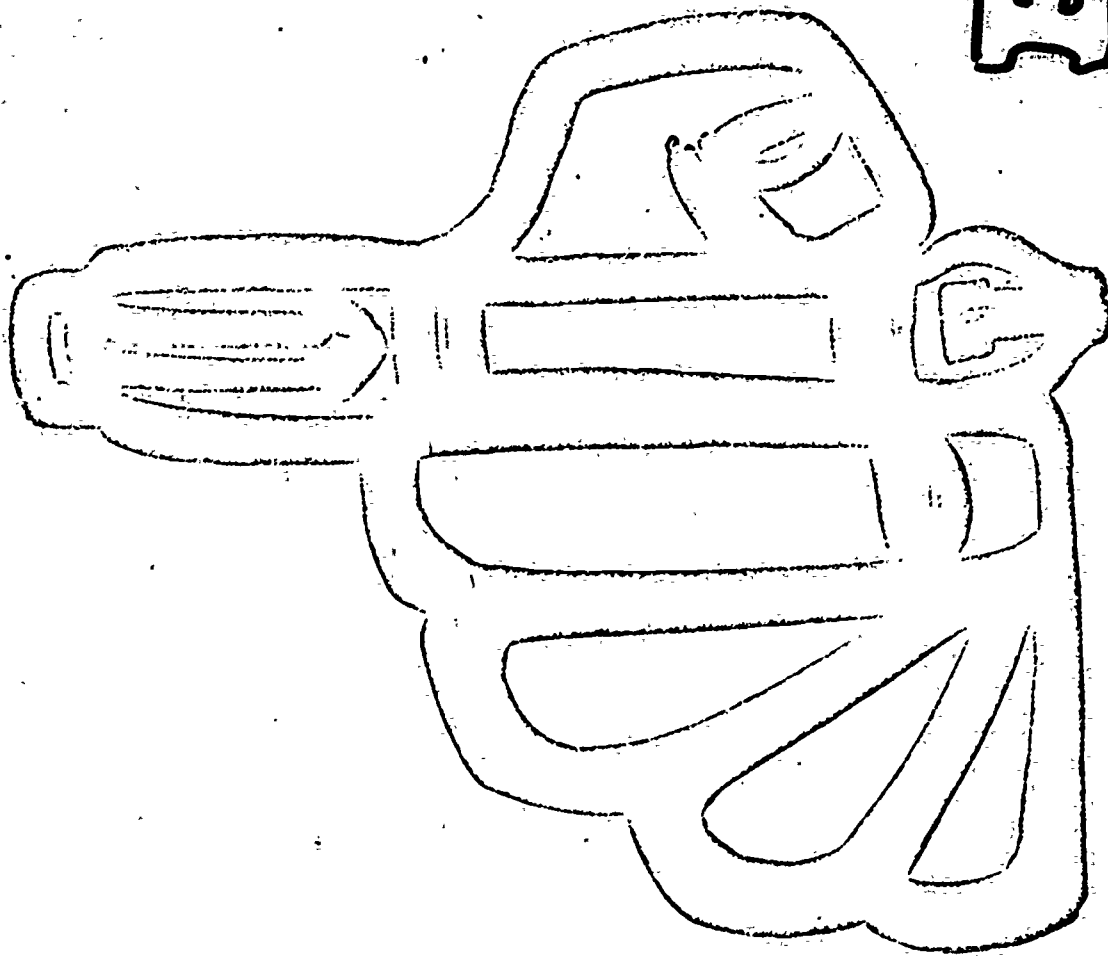
BUT

**One good
illustration would make
curriculum choices a lot easier
for him and students**



**Writing a wheel-barrel
full of behavioral objectives
for your automotives course
may satisfy your boss**

P. VISIBLE GOALS



ASK

**WHAT'S
IN IT
FOR YOU?**

BEFORE

WRITING GOALS

Q. TEACHER EFFORT

32

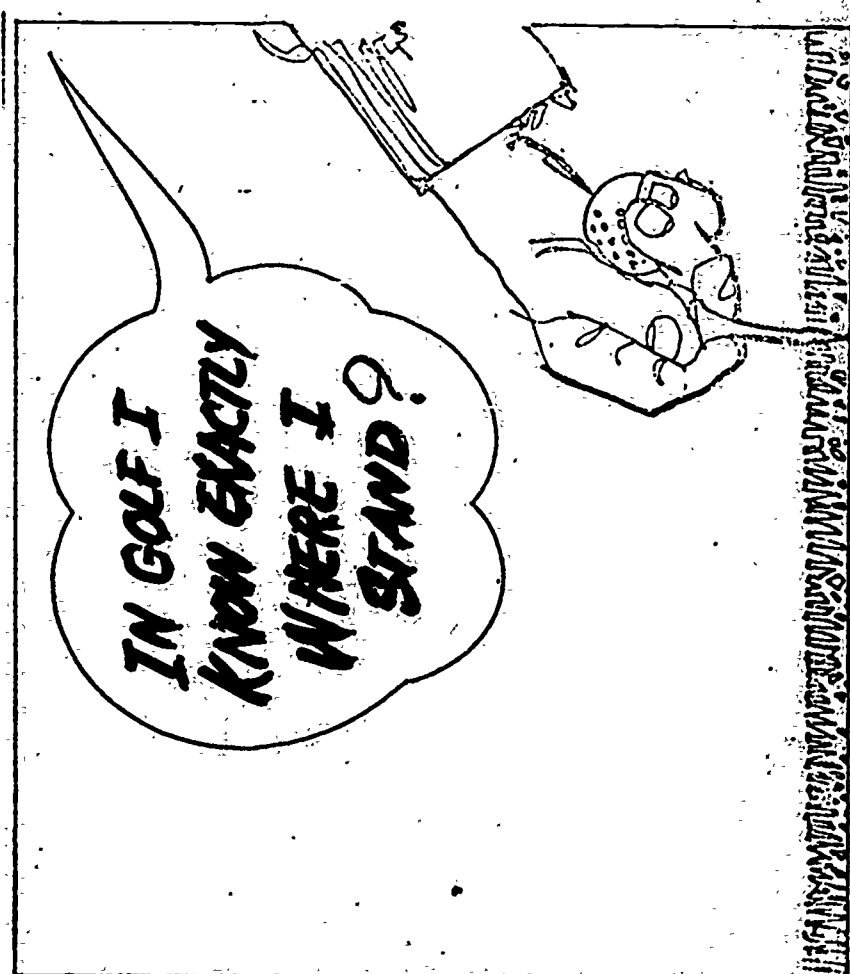
QUESTION: WHAT DOES SELF-EVALUATION MEAN?

CHOICE: THE LEARNER CAN

- A. NEVER FAIL
- B. NEVER WIN
- C. EASILY KEEP SCORE
- D. LEARN FAST
- E. FOOL AROUND

GUIDE:

"HOW WELL AM I DOING?"



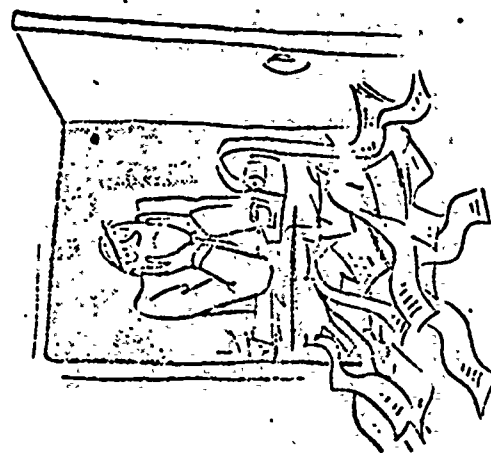
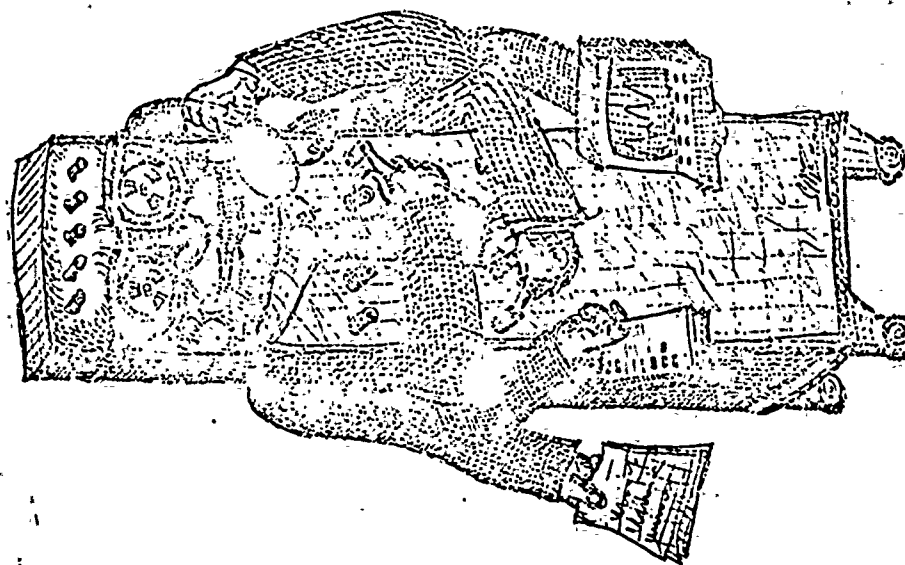
HOW TO RATE AN AIR-CONDITIONER:

BTU
WATTS = ?

1000 Watts = 3412 BTU
2000 Watts = 6824 BTU
3000 Watts = 10236 BTU
4000 Watts = 13648 BTU
5000 Watts = 17060 BTU

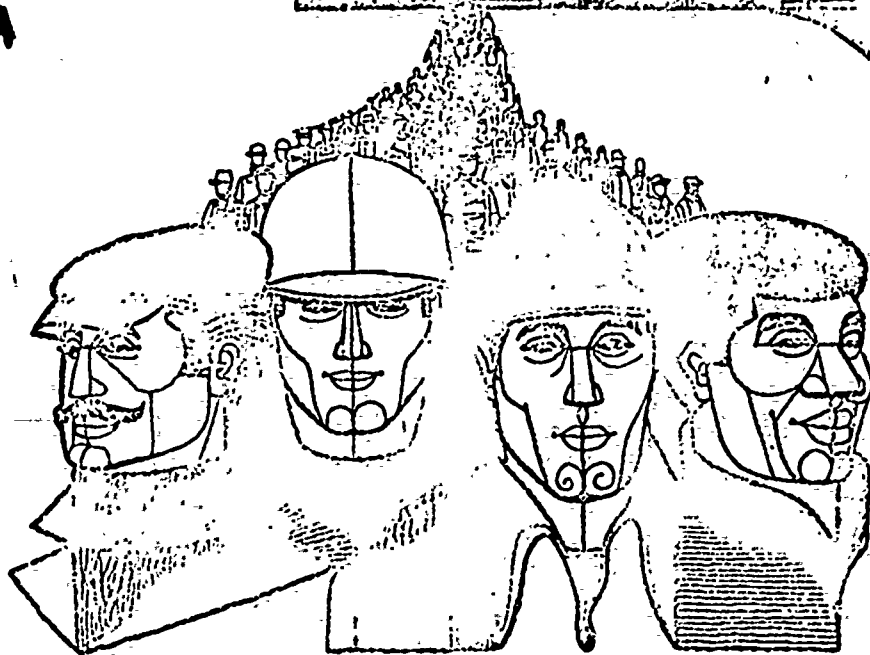
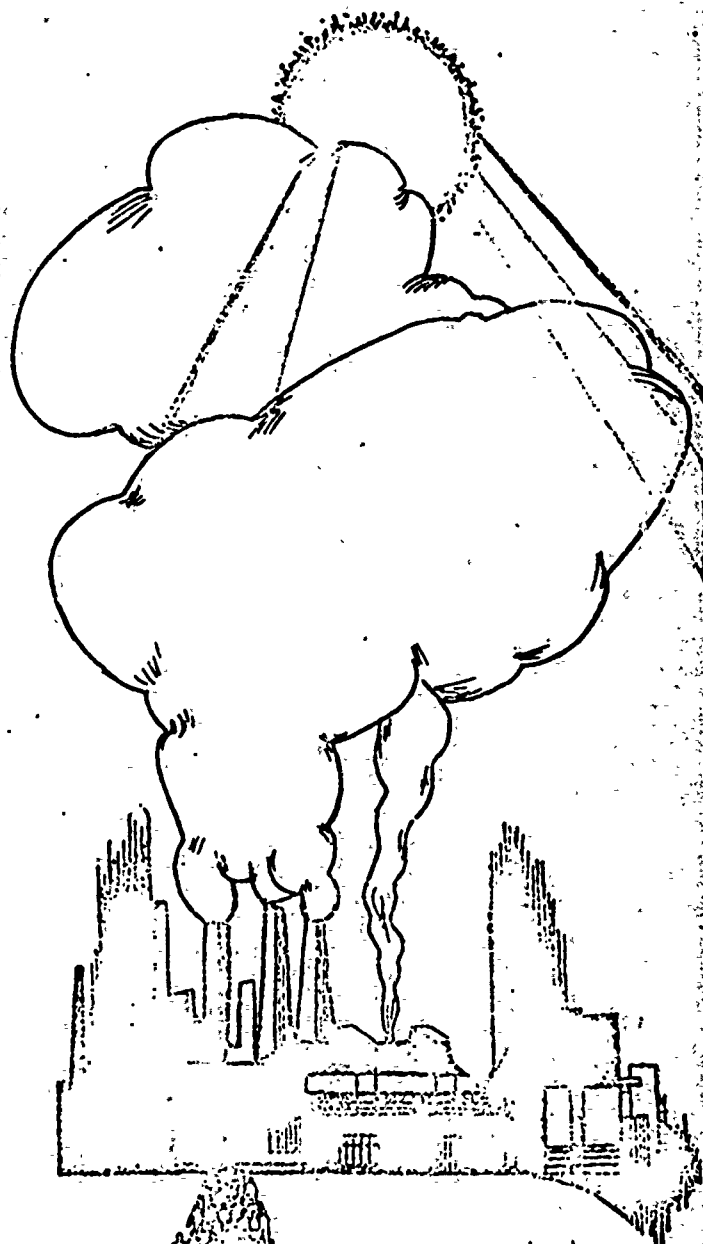
**the tools
are coming.
It's time
to think
of how
to use them.**

**OR ELSE
THIS MESS
MAY HAPPEN!**



THIS IS NOT CAREER EDUCATION

- A. THE SCHOOL IS
NOT A FACTORY**
- B. THE LEARNER IS NOT
A PRODUCT**
- C. WORK HAS MANY
MORE FACES**
- D. TECHNOLOGY GIVES
THE WORKER A
NEW ROLE**



MODULE COMPONENTS

KO - KNOWLEDGE OBJECTIVES
KE - KNOWLEDGE EVALUATIONS
KR - KNOWLEDGE RESOURCES

PO - PERFORMANCE OBJECTIVES
PE - PERFORMANCE EVALUATIONS
PR - PERFORMANCE RESOURCES

AO - ATTITUDE OBJECTIVES
AE - ATTITUDE EVALUATIONS
AR - ATTITUDE RESOURCES

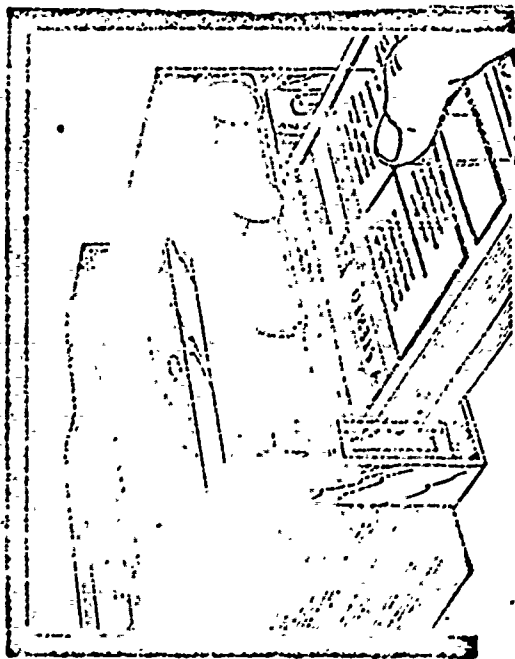
MODULE CONFIGURATION

KO	PO	AO
KE	PE	AE
KR	PR	AR

EACH OF THESE TEACHERS WILL
ASSEMBLE A DIFFERENT LESSON
FROM THESE MODULE COMPONENTS

**Now you can personalize our Writeable goals make
thoroughly modern course. it easy.**





**A MODULE IS
SELF-STANDING WHEN
IT CAN BE USED BY
ITSELF ALONE WITHOUT THE
PHYSICAL PRESENCE OF
A TEACHER**

**A MODULE IS
COMPATIBLE WHEN
IT CAN BE USED BY A NUMBER
OF DIFFERENT LEARNERS IN A
VARIETY OF CIRCUMSTANCES
BOTH INSIDE AND OUTSIDE
THE SCHOOL**

**EACH MODULE MUST
HAVE CLEAR GOALS
THAT ARE SELF-STANDING
AND COMPATIBLE**

**LEARNERS CAN THEN BUILD A WIDE VARIETY OF
CAREERS WITH THE MODULES THEY MASTER**

THE MODULE GAME

INSTRUCTIONAL AND
SELF-INSTRUCTIONAL

BINGO!

CHECK
THEM
OFF

YOUR MODULE			
knowledge targets	✓	performance targets	✓
knowledge tests	✓	performance tests	✓
knowledge technology	✓	performance technology	✓
		attitude technology	✓
		attitude tests	✓
		attitude targets	✓
(✓) = component present			

NINE CHECKS MEANS
THAT
A BALANCED
MODULE HAS
A LITTLE BIT
OF EACH
COMPONENT